

## School of Linguistics and Applied Language Studies Course Outline

### LALS 563, Issues in Sociolinguistics, Trimester 2, 2008

#### 1. Course Coordinators: Janet Holmes and Meredith Marra

#### 2. Staff:

##### Lecturers

**Dr Meredith Marra**

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#### 3. Class times and rooms:

There will be nine modules/classes starting on 16 July 2008. The hand in date for the second assignment (10 October) marks the end of the course. For on campus students, classes will be held on Wednesdays from 1-3pm in Von Zedlitz 106.

#### 4. Announcements:

There is an MA notice board on floor 2 of the Von Zedlitz building near the kitchen. Announcements will typically be sent by email.

#### 5. LALS main office:

**Receptionist:**

Nicky Kane

Email: [nicky.kane@vuw.ac.nz](mailto:nicky.kane@vuw.ac.nz) or [lals@vuw.ac.nz](mailto:lals@vuw.ac.nz)

Room 210, 2nd floor, von Zedlitz (vZ) Building,  
Kelburn Parade

## 6. Course Administrator:

Rachel Scholes, Postgraduate administrator, Tel: 463 5894, Fax: 463 5604  
[Rachel.Scholes@vuw.ac.nz](mailto:Rachel.Scholes@vuw.ac.nz)

**Web contact:** [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)

## 7. Content:

This course aims to investigate ways in which linguistic and social variables interact in speech communities. The course will introduce students to ways of analysing language in a range of social contexts. The implications of sociolinguistic variation for second language learners will be discussed in relation to each topic.

16 July	Introduction: basic sociolinguistic concepts and dimensions
23 July	Societal multilingualism: diglossia, speech communities
30 July	Language policy and language planning
6 Aug	Language variation: monolingual communities
13 Aug	Interactional sociolinguistics

### MID TRIMESTER BREAK

3 Sept	Cross-cultural/intercultural interaction
10 Sept	English in the world
17 Sept	Conclusion
24 Sept	Discussion class for assignment 2

## 8. Objectives:

By the end of the course, students should have developed:

- (1) a sound understanding of sociolinguistic concepts
- (2) the ability to evaluate and critically assess material
- (3) the ability to write about and present orally a range of sociolinguistic material
- (4) skills in sociolinguistic analysis
- (5) some sociolinguistic research skills
- (6) the ability to apply what they have learned in order to gain new insights into their own teaching and/or learning practices

The assessed work is designed to assess how well you have achieved the course objectives. The critical review will assess your ability to understand, interpret, evaluate and present sociolinguistic material and will require an understanding of relevant sociolinguistic concepts (objectives 1-3). The second assignment addresses all six objectives by asking you to reflect on the sociolinguistic concepts, analysis and research methods introduced within the course.

## 9. Expected workload:

In order to make satisfactory progress in this course you should expect to devote, on average, 15 hours a week to it. For each module this includes background reading and participation in the lecture/module, as well as weekly tasks and exercises. Some of this time is also allocated to the preparation of the two formal assignments which should also be spread across the course. Over ten weeks, your expected workload should be approx 150 hours, although students aiming for a high grade will almost certainly require more time.

### A possible breakdown of tasks:

These calculations are based on 10 weeks of classes

<i>Each week</i>	<i>Task</i>	<i>Time allowance (hours)</i>	
LECTURES/MODULES	Attending lectures / working through module exercises	2	
	Prep reading and summarising your notes after the lecture/module	3	
	Writing entries	3	<b>8</b>
ASSESSMENT	Background reading	3.5	
	Writing up assignments – spread over 10 weeks	3.5	<b>7</b>
<b>TOTAL</b>			<b>15 approx</b>

## 10. Readings:

### Required:

A set of reading materials to be used in the course is available for purchase through Student Notes, and available electronically on Blackboard.

### Highly Recommended:

Holmes, Janet 2008 (3rd edition). *An Introduction to Sociolinguistics*. London: Longman (A good guide to basic concepts and ideas. This is recommend pre-reading for the course)

Coupland, Nikolas & Adam Jaworski (eds) 1997. *Sociolinguistics; A Reader and Coursebook*. London: Macmillan.

Llamas, Carmen, Louise Mullany & Peter Stockwell 2006. *The Routledge Companion to Sociolinguistics*. Abingdon, [England]; N.Y.: Routledge.

McKay, Sandra Lee and Nancy H. Hornberger (eds.) 1996. *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press.

Mesthrie, Rajend, Joan Swann, A. Deumert & William L. Leap 2000. *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.

Paulston, Christina Bratt and G. Richard Tucker (eds) 2003. *Sociolinguistics: The Essential Readings*. Oxford: Blackwell.

## Useful Background reading:

- Coulmas, Florian (ed) 1997. *The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Chambers, Jack 2003. (2nd edition) *Sociolinguistic Theory*. (Oxford: Blackwell)
- Fasold, Ralph 1984. *The Sociolinguistics of Society*. Oxford: Blackwell.
- Fasold, Ralph 1990. *The Sociolinguistics of Language*. Oxford: Blackwell.
- Hudson, Richard 1996. 2nd edition. *Sociolinguistics*. Cambridge: Cambridge University Press.
- Meyerhoff, Miriam 2006. *Introducing Sociolinguistics*. London and New York: Routledge.
- Romaine, Suzanne 1994. *Language in Society*. Oxford: Blackwell.
- Saville-Troike, Muriel 2003 (3rd ed) *The Ethnography of Communication*. Oxford: Blackwell.
- Thomas, Linda & Shan Wareing 1999. *Language, Society and Power: an Introduction*. London: Routledge.
- Trudgill, Peter 2000 (4th edition) *Sociolinguistics: An Introduction to Language and Society*. Harmondsworth: Penguin.
- Trudgill, Peter & Jenny Cheshire (eds) 1998. *The Sociolinguistics Reader*. Vol. 1. London: Arnold.
- Wardhaugh, Ronald 2006. (5th ed) *An Introduction to Sociolinguistics*. Oxford: Blackwell.

### Vicbooks

There are two locations – Pipitea Campus and Kelburn campus. It is located in the Student Union Building on Kelburn Campus. Customers can order textbooks and student notes online at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) or can email an order or enquiry to [enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz). Vicbooks can courier books to customers or they can be picked up from either shop the day after placing an order online.

Tel: Kelburn 463 5515

Opening hours: 8am - 6pm Mon - Fri (during term they close at 5pm, in the holidays); 10am - 1pm Saturday.

## 11. Assessment requirements:

Assessment for LALS 563 consists of two written assignments:

- A critical review of an article in sociolinguistics (30%)
- A paper reflecting on sociolinguistics and language teaching/learning (70%)

There is no final examination

### CRITICAL REVIEW:

Choose a journal article on a sociolinguistic topic in the area of multilingualism (you should check its appropriateness with us *at least 2 weeks* before the due date).

Possible sources include: *Language in Society*, *Journal of Sociolinguistics*, *Journal of Multilingual and Multicultural Development*, *International Journal of Bilingual Education and Bilingualism*, *International Journal of the Sociology of Language*, *Multilingua* etc

Evaluate the article:

- What are the most important themes?
- What are its strengths and weaknesses?
- (How) does it contribute to current sociolinguistic knowledge/understanding?

As a guide for writing a critical review see the material in your coursebook (Swales and Feak 2004):

Swales, John M. and Christine B. Feak 2004. (Selected pages from) Unit six: Writing critiques. In *Academic Writing For Graduate Students* (2<sup>nd</sup> ed.). Ann Arbor: The University of Michigan Press. 131-134, 137-144.

Another useful source is Barkhuizen (2002) which is available electronically and in print form via the VUW library:

Barkhuizen, Gary 2002. The QUEST for an approach to guided critical reading and writing. *Prospect* 17,3: 19-28.

Because you are evaluating the article in reference to the rest of the field, you will need to incorporate evidence for your arguments from other reading.

*Due date: 11 August 2008*

*Max 1500 words (excluding references)*

*Assessment weighting 30%*

### **REFLECTING ON SOCIOLINGUISTICS AND LANGUAGE TEACHING:**

You will be asked to write three 400-500 word discussions of the relevance of the sociolinguistic concepts you are studying to your role as a language teacher or learner.

You will be required to submit all 3 entries. Although these will not be graded we will provide you with some informal feedback.

Multilingualism and language planning (4 August)

*Sridhar argues that "an awareness and an understanding of societal multilingualism are crucial to any program in second language teaching and bilingual education" (1996: 65). In what ways can this information be incorporated into core courses in teacher education (hypothetically or in your experience)?*

Language variation (1 September)

*If we recognise that variation exists according to formality, social network, gender, region etc, what does this mean for language teaching?*

Intercultural interaction (15 September)

*Various researchers have proposed teaching pragmatic analysis to improve intercultural communication. How would you go about doing this in practice?*

At the end of the course, select three concepts or themes from these entries which you consider to have particular salience for you. Incorporate these into a paper on the importance of sociolinguistics to language learning and teaching. At the end of your paper you should provide some suggestions as to how these concepts could be incorporated into teaching and learning practice.

As a starting point, you may want to consider the following concepts (although you are not required to use any of these):

- sociolinguistic competence
- social dialect
- stylistic variation
- speech community
- verbal repertoire
- diglossia

Your aim is to build on or critique sociolinguistic theories and ideas, and to consider their practical application for language teachers or learners. As in the first assignment, this will necessarily involve incorporating relevant literature into your analysis and discussion.

*Due date: 10 October 2008*

*Max 2500 words*

*Assessment weighting 70%*

There is a marking schedule available for each assignment in the Course notes.

## **Submitting assignments and tasks**

### General guidelines

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)

### Hard copy submissions

- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

## **12. Penalties:**

In line with school policy, assignments handed in after the due date may receive a reduced grade unless accompanied by a medical certificate or other evidence of exceptional circumstances. See the MA Handbook.

## **13. Mandatory Course Requirements (Terms):**

Students should:

- Participate in all classes/modules, present material as agreed, and complete all in-course written work by the specified dates
- let the lecturer know IN ADVANCE if they are unable to participate in a particular class

## **14. Communication of additional information:**

Additional information will be posted on Blackboard and sent via the email address registered in Blackboard.

## **15. Academic integrity and plagiarism**

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

## **16. GENERAL UNIVERSITY STATUTES AND POLICIES**

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* available in hardcopy or under "about Victoria" on the Victoria homepage at:

[http://www.victoria.ac.nz/home/about\\_victoria/calendar\\_intro.html](http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html)

Information on the following topics is available electronically under "Course Outline General Information" at:

<http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general>

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support